

I will list some of the teaching methods, which suggest modern innovative educational technologies: cooperative learning; design methodology; Tandem - method; Language Portfolio; interactive whiteboard; multimedia programs; Internet - resources that offer basic set of services: e-mail, teleconferences, video conferences, the ability to publish their own information, to create its own home page and to place it on the Web - server, the access to information resources (reference and search systems), the conversation on the network.

Each of the methods has its specific features. As for the practical application of methods, I believe that it is not necessary to use only one method. It would be better to integrate several methods combining their best side in relation to the students, because at the moment there is no universal method. In my opinion, at the present stage of technique development there is an integration of methods. We can say that it began the formation of a complex method that incorporates the best elements of the different methods, and does not exclude the traditional teaching methods, but harmonically coincide with them at all stages of training: familiarization, training, application control. However, any innovation will be successful only under the coverage of all levels of education: primary, middle and high, and if the entire teaching staff is involved into the process.

In fact, the transition from the raining as presenting knowledge system to the active work at the assignments (problems) in order to work out specific solutions - from the learning of the individual subjects, as already mentioned, to a multidisciplinary (interdisciplinary) study of complex life situations.

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### **INTERACTIVE LEARNING AS SPECIAL FORM OF COGNITIVE ACTIVITY ORGANIZATION**

YULIA LYTVYNA, associate professor, PhD (Pedagogy)  
Zaporizhya National University

Ukraine's integration into the world community requires the perfect mastering of foreign languages, so foreign language mastering is one of the priorities of education system reforming. The key issue of Ukraine education modernization

process is applying information-communication technologies and the Internet; the emphasis is made on unassisted work of students and innovation activity of teachers and students of higher education institutions. Thus, new values and orientations in education, modern achievements of science and technologies determine the choice of teaching methods, making interactive pedagogical technologies the most preferable among educators.

1. According to E. Golant, there are passive and active models of teaching depending on students' participation in learning activity. In his classification the scholar uses "passiveness" as low level activity of a student, mostly reproductive activity, almost complete absence of independence or creativity. To this classification interactive teaching can be added as a variation of active one having its own rules and peculiarities [1].

2. The interactive learning takes place under condition of permanent active participation of all learners. It is co-learning and cross-learning. Interactive learning involves the life situations modeling, role game usage, joint problem solving on the basis of problem or circumstance analysis. It encourages the forming corresponding skills and values, creating the atmosphere of cooperation, interaction while providing opportunity for a teacher to become a group leader.

Interactive learning is a special form of cognitive activity; almost all learners are engaged in the process of comprehension; they have opportunity to understand and reflex concerning what they know and what they think. It should be mentioned that there is atmosphere of friendliness and support. As any interactive technology has to meet the main criteria of technology; systematicity (logics of process, interconnection of parts, integrity), controllability (teaching process planning), efficiency (a technology has to be selected by results and optimal efforts, guarantee of learning standard achieving), responsibility (possibility of its applying in one-type educational institutions by other subjects) [3].

The usage of modern interactive pedagogical technologies of teaching promotes improving the quality of future specialists' training. Among these technologies there are business games, case-study, training discussions, trainings, project method and "brainstorming". The last three ones are characterized by high results in material mastering. Students of non-linguistic specialties develop organization, methodology and game-technique skills.

According to E. Dianova, a game (role game, business game, organization-activity) is the most optimal and convenient form of teaching having practical application. "Only the game as an active form allows a pupil to go through the main stages of the material mastering – perception, comprehension, memorizing, application [2]. The most essential advantage over other forms of teaching is complete engagement of students as well as concentration of participants' attention during all the game. Despite the fact that it makes the learning process more simplified, has problems with behavior and students' mistakes increase, we cannot deny its didactical, educational and practical values.

Another important means of students' cognitive activity in learning process is a discussion. It greatly encourages the development of critical thinking, gives the

opportunity to determine one's own position, forms skills to prove one's own thought, and deepens knowledge on the discussed problem according to objectives of modern higher school [3]. Discussions teach to understand a problem better, have independent position, operate reasoning, encourage critical thinking, take into account thoughts of others, acknowledge good reasoning, understand better each other, promote personal beliefs and individual world view forming etc.

During interactive learning the interaction of a teacher and a student is changing. A teacher is a manager of learning process providing help for students in case of necessity and forming individual path of course learning by each student in his own pace according to calendar-thematic plan. A student obtains necessary information as well becomes a teacher's assistant.

Thus, as a special form of cognitive activity organization the interactive learning at foreign language lessons provides a great potential for learning, educational, development goals' achievement. It encourages the development of communication skills of students, their critical and creative thinking. Moreover, students also will be able to define and prove their own points of view and have the complete image on professional activity, social experience etc. It is necessary for a teacher to master the methodology of interactive methods of teaching to reveal students' creative potential, satisfy their personal and social interests. Interactive methods attract students, making them interested and motivated. Efficiency and influence power on emotions and awareness of students depend on proficiency and working style of a proper teacher.

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## INNOVATIVE AND CONVENTIONAL IN TEACHING LANGUAGES

TATIANA MELNIKOVA, Associate Professor, PhD (Philology)  
*Yaroslav Mudryi National Law University in Kharkiv*

Innovative methods of teaching are a constant challenge for many educators.

In a nowadays short-attention world to keep students interested, excited and involved in the studying process is a quite challenging goal. But, nevertheless, all the efforts must be applied to fulfill this task.

“The core objective of teaching is passing on the information or knowledge to the minds of the students” [1]. Taking these words into consideration we can admit that any method either implying soft-ware application or modifying conventional practice is equally innovative if it is intended to achieve the “core objective” of teaching.